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ABSTRACT

The Rural Adventures in Workplace Literacy project at the College of Eastern Utah (San Juan Campus) assessed the literacy and basic needs of employees, developed curriculum materials, and provided training to employees in six industries in southeastern Utah and northern Arizona. Nine industries were contacted; six participated and were firmly committed to the project. Curriculum materials and/or software programs were developed to accommodate 120 hours of literacy and basic skills training in each of these areas: recreation/hospitality services, office occupations, and computer applications. The program (given the local title, Workplace Initiative for Skills Enhancement--WISE) proved to be highly successful and beneficial to the Four Corners region. (The eight-page report is followed by letters of support and the external evaluation report.) (YLB)

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ED351497

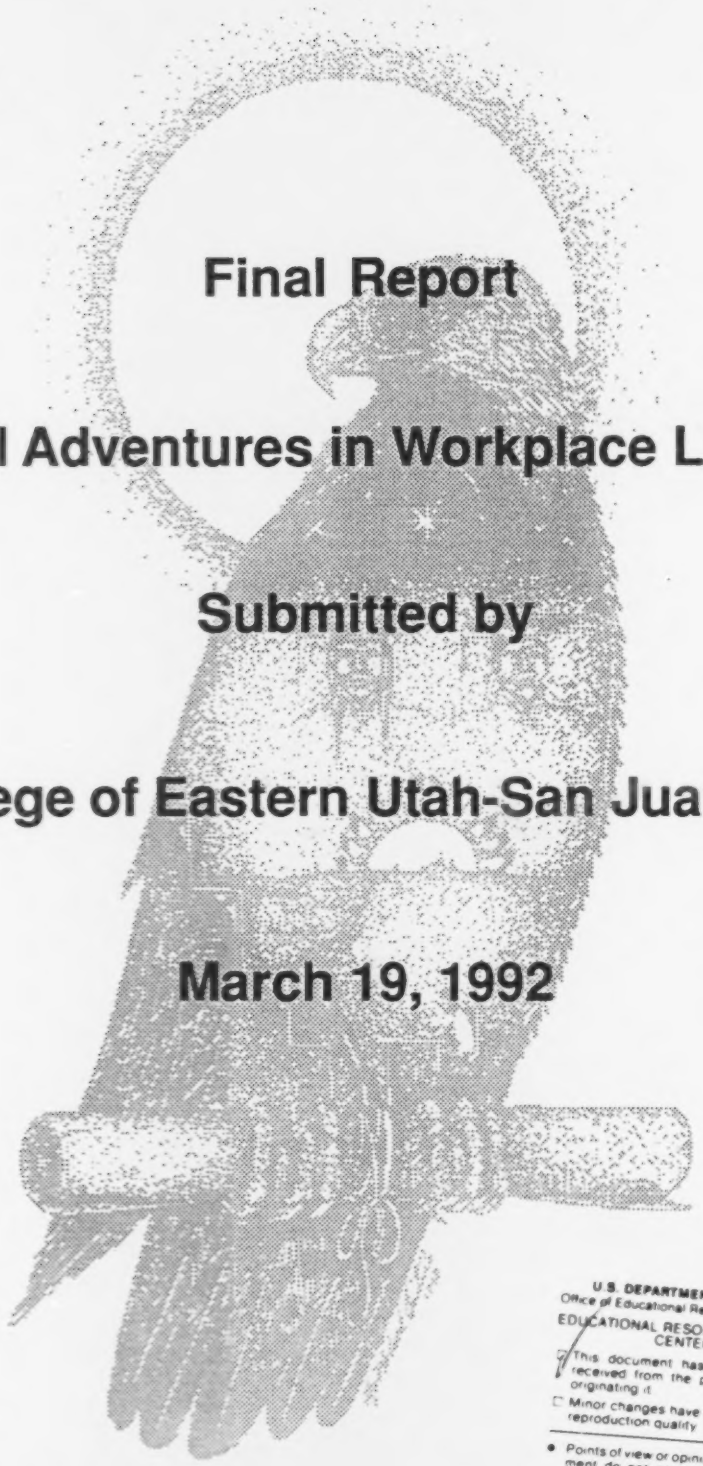
Final Report

Rural Adventures in Workplace Literacy

Submitted by

The College of Eastern Utah-San Juan Campus

March 19, 1992



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COLLEGE OF EASTERN UTAH
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Lynn Lee
Dean
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Associate Dean

March 19,1992

Policy, Planning, and Executive Operations Unit
Office of Elementary and Secondary Education
U.S. Department of Education
Room 2183, FOB-6
Washington, D.C. 20202-6122

RE: College of Eastern Utah-San Juan Campus
Rural Adventures in Workplace Literacy
National Workplace Literacy Program, CFDA # 84.198
PR# V198 A00225
Final Report

Dear Sir/Madam,

Enclosed please find three (3) copies of the final report for the above referenced project. Included in this report are the following:

- Introduction
- Accomplishments, including reasons for any slippage
- Conclusions
- Copies of unsolicited letters detailing extent of support
- External Evaluation Report

639 West 1st South / Blanding, Utah 84511

I trust that these materials will facilitate your review as to the degree of success of the project. If you have any questions, concerns, or need additional information, please feel free to contact us.

Sincerely,

J. Carl Osborn, Project Director

Lynn Lee, Dean

cc: Sarah Newcomb, Program Specialist
Alicia Coro, Director
School Improvement Programs

INTRODUCTION

From the documentation provided (the detailed listing of Accomplishments and the External Evaluation Report) it can be concluded that The Rural Adventures in Workplace Literacy project at the College of Eastern Utah-San Juan Campus was tremendously successful. In the time allotted (including an approved three month extension) the program (given the local title, **W**orkplace **I**nitiative for **S**kills **E**nhancement, **WISE**) far surpassed the expectations of the objectives stated in the original grant proposal. At all three sites, the program attracted a greater number of trainees, who recorded more training hours, and were provided with a wider variety of training possibilities, than had been stipulated.

But to properly assess these many positive accomplishments, one must also be cognizant of the tremendous adversity against which the project worked. Complex issues such as poverty, apathy (towards work and life), business's adversarial attitude towards the incursion of government programs, alcoholism, a lack of self-esteem (compounded by the stigma attached to illiteracy), and a lack of respect or desire for education are endemic within the Four-Corners region. Along with these deep seated societal and personal barriers, the program faced a considerable delay in the appointment of the Project Director, and the initial difficulty of retaining instructors at the Grand Canyon site. But these challenges proved to be negotiable obstacles, not insurmountable barricades that might prevent further achievement.

After the appointment of Mr. Osborn as Project Director, and the assignment of a VISTA volunteer to assist him, the program was given the direction and guidance necessary to complete the project's mission. Under this careful stewardship these negative attitudes (apathy, suspicion, lack of self-esteem, etc.) were confronted, and alternatives to their destructiveness were realized. The addition of day to day supervision was responsible for bringing stability to the Grand Canyon site. Interaction and cooperation between the involved industries and the project staff alleviated the suspicion and distrust that had marked the initial stages of the program. The program's ability to make possibilities into realities helped to salve the emotional pain inherent in adult literacy training, and ignite a desire to pursue an education among those perennially ignored by traditional educational sources.

All of these positive and negative elements have been woven together to present a sad, beautiful and powerful tapestry. One that depicts the pain and suffering of poverty and dependence, but also the

splendor and joy of achievement, of gaining independence. The many strands may appear disparate, but their composition brings the viewer to one conclusion: the success and importance of the program as a whole.

ACCOMPLISHMENTS

Performance Objective 1

By May 1990, the literacy and basic skills needs of the employees of at least four industries in southeastern Utah and northern Arizona will have been assessed.

Accomplishment:

As of August 1990, three industries had been contacted and their needs assessed.

- **Fred Harvey Hospitality, Grand Canyon National Park (AZ)**
- **American Recreation Associates, Lake Powell Recreation Area (Page, AZ)**
- **Navajo Generating Station (Page, AZ)**

By December 1990, three additional industries had been contacted and their needs assessed.

- **American Recreation Associates, Mesa Verde National Park (CO)**
- **San Juan School District (UT)**
- **Four Corners Regional Care Center (Blanding, UT)**

Another three industries had been contacted and their needs assessed, by March 1991.

- **Ute Mountain Ute Tribe (Towaoc, CO)**
- **Weeminuche Construction Company (Towaoc, CO)**
- **Full House Limited (Towaoc, CO)**

Thus, a total of nine industries were contacted. Two of these, Navajo Generating Station and ARA-Lake Powell, decided that the timing was not right for them to participate in the program; although, they wanted to be considered in the future. A third, San Juan School District, withdrew citing a misunderstanding of the purpose of the program. The remaining six industries did participate and were firmly committed to the project.

Reasons for Slippage -- A delay in appointing the Project Director created a number of roadblocks to achieving Objective 1 in the alloted time.

Performance Objective 2

By July 1990, curriculum materials will have been developed to accommadate 120 hours of literacy and basic skills training in recreation/hospitality services.

Accomplishment:

By August 1990, applicable curriculum for the recreation/hospitality services industry had been created, condensed, and/or adapted.

By June 1991, communication and interpersonal skills training were identified as particularly important aspects of workplace training by the targeted industries' managers and supervisors. Methods (small group work, role playing, and one-on-one discussions with instructors) for addressing this difficulty were incorporated into the training.

Reasons for Slippage -- As previously stated, the delay in the appointment of the Project Director made the timely fullfilment of of this objective impossible.

Performance Objective 3

By September 1990, curriculum materials will have been developed to accomadate 120 hours of literacy and basic skills training in office occupations.

Accomplishment:

By June 1991, curriculum and software programs specific to office occupations had been developed and aqcuired, and were being used extensively in both Blanding and Towaoc.

Reasons for Slippage -- Once again, the delay in the appointment of the Project Director resulted in the completion of this objective being postponed.

Performance Objective 4

By November 1990, curriculum materials will have been developed to accomadate 120 hours of literacy and basic skills training in computer applications.

Accomplishment:

Until June 1991, both employer and student demand for , and knowledge of the availability and importance of, computer training was not very great. Thus as of that date no specific curriculum had been developed.

By August 1991, the demand for, and awareness of, such training possibilities, and the importance of this knowledge for successful employment, had increased tremendously.

By December 1991, basic Macintosh, WordPerfect, grammar, mathematics, lifeskills and HyperCard software programs were being used extensively in both Blanding and Towaoc. HyperCard is a program that facilitates the creation of interactive learning models that relate specifically to problems encountered in the workplace. The program is also an excellent introduction to the latest in programming and information storage techniques. CD ROM applications, including writing skills, mathematics, life skills, a dictionary, aspects of English literature, encyclopedias, an atlas, science and technology information, and life-saving skills had also been brought into the program curriculum.

Reasons for Slippage -- While the delay in the appointment of the Project Director had some impact, the lack of initial demand for, and knowledge of, this training played a major role in the delay of the creation and adaptation of specific curriculum.

Performance Objective 5

By May 1991, at least 20 employees in office occupations will have completed 120 hours of workplace literacy and basic skills training at a minimum proficiency level of 75%, resulting in an average salary increase of $1.75 per hour.

Accomplishment:

By December 1991, the three sites (Blanding, Towaoc and Grand Canyon Village) showed 55 office occupations participants and a total of 1,080 hours in literacy and basic skills training, as verified by employment records on file. Over 120 hours of training had been made available; however, some trainees did not require the maximum, while others needed more to reach the desired proficiency. Promotions and salary increases were noted because of increased proficiency.

Reasons for Slippage -- The combination of the afore mentioned delay in the appointment of the Project Director, and the lack of knowledge and understanding of the importance of such training by both employers and trainees, led to the dilatory pace in achieving this objective.

Performance Objective 6

By July 1991, at least 20 employees in computer applications will have completed 120 hours of workplace literacy and basic skills training at an minimum proficiency level of 75%, resulting in an average salary increase of $2.00 per hour.

Accomplishment:

As of December 1991, all of the trainees at the Blanding and Towaoc sites (243) had completed computer literacy training, and the computer had become a major educational and workplace tool at these sites.

At Grand Canyon Village, 12 students completed 131 hours in keyboarding and WordPerfect word processing.

Salary increases and promotions were verified and are on file.

Reasons for Slippage -- Again, the combination of the delay in the appointment of the Project Director, and the lack of initial understanding of computer applications prevented the program from satisfying this objective in the proposed

time frame. But, as has been explained, when the benefits of this training became evident this aspect of the program exploded and easily became the most popular section of the program.

Performance Objective 7

By September 1991, at least 80 employees in recreation/hospitality services will have completed 120 hours of workplace literacy and basic skills training at a minimum proficiency level of 75% resulting in an average salary increase of $1.50 per hour.

Accomplishment:

By December 1991, 110 trainees completed a total of 2,444 hours in literacy, ESL communications and interpersonal skills. Of these, 23 also completed their GED. These are verified and on file, as well as are promotions and salary increases.

Reasons for Slippage -- Again, the delay in appointing the Project Director hampered the program to such an extent that the achievement of the objectives in the anticipated time was virtually impossible.

CONCLUSIONS

The Rural Adventures in Workplace Literacy project at the College of Eastern Utah-San Juan Campus has proven to be highly successful, and beneficial, to the Four Corners region. Where sites have been established (Blanding, UT, Towaoc, CO, Grand Canyon Village, AZ) the program has been tremendously popular, bringing many participants from outlying areas to theses centers, and far surpassing the objectives for numbers of trainees and the amount of training hours. The interest has been so great that at all three sites the program is being temporarily maintained in the hope that the project will be refunded.

In Blanding, the College of Eastern Utah-San Juan Campus is providing both classroom and computer facilities, including neccessary overhead: elctricity, heat, paper, etc.. The instructor is volunteering her time to maintain this most vital program. At Towaoc, the Ute Mountain Ute Tribe and its associates, Weeminuche Construction and Full House Limited, are supplying short-term funding for classroom space, overhead, and to retain the instructor. At Grand Canyon Village, Fred Harvey Hospitality is allowing the instructors continued use of the company training facilities, including the overhead costs. Two of the three instructors are donating their time, so that training can continue. These examples demonstrate the stregnth and depth of the participants (employers and trainees) commitment to this program.

While the program has been tremendously successful, as detailed in the succeeding sections, many pitfalls had to be negotiated. There was a considerable delay in appointing the Project Director, which significantly delayed the timely institution of the program. This delay sufficiently hampered the program to such a point that a request for an extension of the grant was neccessary. An extension to December 31, 1991, was approved. These additional months were elemental in the fantastic level of achievement of the program. The degree to which the program has become vitally important to the region is evidenced by the dedication, support and generosity of the participanting industries, and is documented in Attachment 1.

UTE MOUNTAIN UTE TRIBE

Towaoc, Colorado 81334
(303) 565-3751

December 3, 1991

Judy Knight Frank
Chairperson

Rudy Hammond
Vice Chairman

Eddie Dutchie, Jr.
Treasurer
White Mesa Representative

Tony Tallbird
Councilman

Terry Knight
Councilman

Arthur Cuthair
Councilman

Ernest House, Sr.
Councilman

Mr. Lynn Lee, Dean of the College of Eastern Utah
311 North 100 East
Blanding, Utah 84511

Dear Mr. Lee:

We are very pleased to have the W.I.S.E. program at Towaoc. It has provided many tribal members with valuable skills, has helped some enter the work force or improve their job skills through on-the-job training, and has helped many improve their self-confidence and self-image. We do hope the program is funded again for 1991-1992.

We understand that even if the program is renewed, there is presently no funding for January, February, and March of 1992. We hope we can work with you to secure funding so the program is not interrupted. If other funding sources cannot be found. The Ute Mountain Ute Tribe and its associates, the Weeminuche Construction Company and Full House Limited will provide funding for January, February, and March of 1992. We are thus making a commitment to this valuable program.

We are also making a commitment to the W.I.S.E. Towaoc Instructor, Al Schneider, who has contributed strongly to the program and has attracted numerous people to the progra. His ideas, enthusiasm, sense of humor, and excellent relations with the Ute Mountain Utes have made the program work. We will employee him at or above his present salary for full-time work during the first three month of 1992.

We hope we are correct in assuming that the computers, software, and other materials may be used at Towaoc during these three months. The response has been so great that we need maximum number of computers for this three month period. We realize that these materials are the property of CEU.

We appreciate all of the contributions of the various CEU staff towards the success of the W.I.S.E. program and look forward to continuing a positive relationship.

Sincerely Yours,

Judy Knight-Frank, Chairman
Ute Mountain Ute Tribal Council

cc: Mr. Carl Osborne, Director of W.I.S.E.
311 North 100 East
Blanding, Utah 84511

UTE MOUNTAIN UTE TRIBE

Weeminuche Construction Authority

Post Office Box AA
Towaoc, Colorado 81334
TELEPHONE (303) 565-7430

Chief Jack House
Last Traditional Chief
1886-1972

March 12, 1992

Carl Osborne
Director of W.I.S.E.
311 North 100 East
Blanding, Utah

Dear Mr. Osborne:

I am pleased to learn of the Ute Mountain Ute Tribe's support of the W.I.S.E. program on the reservation. I am also pleased to see that it will be here through the first quarter of this year and hope to see the program funded for the rest of the year. It would be desirable to have this program available for Tribal members on a long term basis.

Weeminuche Construction Authority has used the W.I.S.E. program in conjunction with its own training in heavy equipment operations. Al Schneider was most helpful as your program instructor. He was helpful with indoctrinating these trainees in job protocol and in reinforcing their math and reading skills.

The W.I.S.E. program is an excellent aid in helping people become employable. Additionally, Al Schneider has helped make it interesting enough that he has a considerable following of students who attend on a voluntary basis. When people will attend a program like this out of interest, successful teaching methods have to be in use.

Please do all you can to keep this program alive. It is needed and appreciated.

Sincerely,

Bruce Hartman
Personnel

Grand Canyon National Park Lodges

March 5, 1992

Walter Hajduk
College of Eastern Utah
639 W. 100 South
Blanding, Utah 84511

Dear Walter,

I would like to thank you again for all of your help in continuing the W.I.S.E. program during the time that the grant is not available. I would also like to restate the things we discussed during our phone conversation.

Annette is welcome to use the Training Center at the Personnel Building to hold the English as a Second Language class and any other space or equipment that has been available to her, during the time that the grant is not available.

Having these classes available to our employees and to the community has been very beneficial to Grand Canyon National Park Lodges and other businesses in the area, by providing better educated prospective and current employees. Thanks for all of your help in keeping this program going throughout this time.

Sincerely,

Judy A. O'Hara
Employee Benefits Coordinator

GRAND CANYON NATIONAL PARK LODGES, P.O. BOX 699, GRAND CANYON, ARIZONA 86023 (602) 638-2631

HOSPITALITY BY [illegible] AN [illegible] RESORT

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HAL M. JENSEN
SUPERINTENDENT

MEL WALKER
ASSISTANT
SUPERINTENDENT

CARL OSBORN
ASSISTANT
SUPERINTENDENT

CAROL BARTON
SPECIAL EDUCATION
DIRECTOR

WINN WESTCOTT
VOCATIONAL DIRECTOR

A conclusion cannot realistically be written for a program that has such an impact on so many peoples lives. Time will write the conclusion when not only the lives of those directly effected by the program will be measured by continued success, but future generations will also be successful because of the influence of their parents and grandparents.

In the span of the thirty-four years I have been working with educational programs, I have never been involved with a more rewarding and exciting program than the Rural Experiment in Workplace Literacy. The statistics found in the evaluation speak loud and clear of the needs, and, therefore; the success of the program. If that much can be done for so many in eighteen months think what could be done in another eighteen months or two years!

J. Carl Osborn

J. Carl Osborn, Director

P.O. BOX 219 • MONTICELLO, UTAH 84535 • PHONE (801) 587-2254

COLLEGE OF EASTERN UTAH
Michael A. Petersen, President
SAN JUAN CENTER
(801) 678-2201

Lynn Lee
Dean
Kay Shumway
Associate Dean

January 2, 1992

Ms. Sarah Newcomb, Program Specialist
Department of Education
National Workplace Literacy Program
Room 4417, Switzer Bldg.
400 Maryland Av. S.W.
Washington, D.C. 20202-7320

Dear Ms. Newcomb,

The College of Eastern Utah-San Juan Campus is firmly committed to the tenants and principles of the National Workplace Literacy Program. The program site in Blanding has been tremendously successful, and has gone a long way towards caulking the cracks that exist in this region's traditional educational structures.

The program affords the trainee more than rote memorization and mindless repetition. Because of the nature of the program: practical, skill oriented training, personal attention, and self-esteem building through milestone achievement, the program is adaptable to the needs of a variety of trainees, yet still capable of capturing an individual's interest and imagination. It is most unique in this sense. It helps to alleviate the fear

639 West 1st South / Blanding, Utah 84511

and mistrust of formalized education that many adults have been combating since childhood. It also works to remove the stigma that accompanies illiteracy and adult literacy training.

Because Workplace Literacy is such a unique and ground breaking program, the College of Eastern Utah-San Juan Campus has been honored to be involved, and we feel very strongly that this program must be maintainsd. Because of this conviction it has been decided that the College will donate the classroom space and computer facilities, so that this program may continue uninterrupted while we await notification concerning the petition for refunding. It has also been determined that one of the Blanding instructors is willing to volunteer her time so that training may proceed unabated. The impact on the surrounding communities has been so great and the response so tremendous, that to simply stop the program would have been extremely debilitating to the trainees still involved with the program, and also quite damaging to the viability of the project if it is to be refunded. For these reasons it has been resolved that the short-term support of the program is in the best interest of all parties connected with the project.

I hope that we will be able work together in the near future and continue the fantastic work begun with the support of the National Workplace Literacy Program.

Sincerely,

Lynn Lee

Lynn Lee, Dean

Page 1	PART I - ACTIVITY EVALUATION REPORT - OBJECTIVES	
Name of Institution: COLLEGE OF EASTERN UTAH-SJC	Period Covered: Apr 1, 1990 to Dec 31, 1991	Title: WORKPLACE LITERACY

OBJECTIVE	LEVEL OF ACHIEVEMENT
1. By May 1990, the literacy and basic skills needs of employees of at least four industries will have been assessed.	6/4/90 Five industries have been contacted and appointments made, but no assessments have been made to date. The delay in appointing a Project Director has played a significant part in this objective. However, a visit to Page, AZ and appointments with the Navajo Generating Station and American Recreation Association is set for August 17. Also the San Juan School District requested and appointment to discuss the possibility of literacy training for teacher aids. 12/1/90 Meeting held with Rayburn Jack the administrator of Four Corners Regional Care Center. They wish to participate in the program. Needs include cultural sensitivity to improve staff/patient and staff/supervisor relations, job attitude, English skills. Mr. Stubbs also met with them. 12/1/90 Meeting with Bob Seney of ARA-Mesa Verde. Very interested in the program. Wants to identify 10 unemployed residents from the Ute Mountain, enter them into the project and upon completion, hire them at Mesa Verde. Needs include communication, cultural differences, and English. Mr. Stubbs took an employee manual. 12/1/90 Program for San Juan School District ready (per memo of 30 May 1991, this program was canceled. Misunderstanding of participants as to the purpose of WISE). 12/1/90 After meeting with ARA-Lake Powell the prospects of developing the program with them seemed remote. The timing is not right for the Navajo Generating Station in Page. 3/1/91 After several meetings and sending Suzanne Herman to the Grand Canyon for an extended period, three instructors have been trained and are beginning the classroom training (this after 2 others were trained and quit) Needs include computation, interpersonal and communication skills, and vocabulary.

Page 2	PART I - ACTIVITY EVALUATION REPORT - OBJECTIVES
2. By July 1990, curriculum materials will have been developed to accommodate 120 hours of literacy and basic skills training in recreation/hospitality services.	8/14/90 Articles, exercises, and questions applicable to the respective audiences (i.e. especially Native Americans) have been condensed and adapted to employees in the recreation/hospitality services. Brian Stubbs has made available for the instructors classroom-ready materials that have been desktop published. Articles include the geology of various tourism areas and basic skills. An average of 6 hours per day has been expended in development or curriculum materials as verified by time and effort sheets. 3/1/91 Exercises and materials have been developed to assist the learner to understand the employee handbook. 6/12/91 The managers and supervisors of participating sites have identified communication and interpersonal relations as the most important components of workplace training. This is unique to this area because of the Native American, Anglo culture differences. Small group work, role playing and one-on-one discussions with instructors are the methods used by instructors to address these differences.
3. By September 1990, curriculum materials will have been developed to accommodate 120 hours of literacy and basic skills training in office occupations.	8/14/90 Other than the previously mentioned materials developed for Objective #1 no specific curriculum for work place has been developed for office occupations to date. 3/1/91 At least nine programs, software, are in place to use in the College lab and the mobile lab on the Macs. Text and workbooks are also available at all sites. 6/12/91 Curriculum and software programs are available. No workplace demands for this training. 12/9/91 Typing and word processing software and materials are available and being used at Towaoc and Blanding. Ute Tribal employees are utilizing these materials extensively.

Page 3	PART I - ACTIVITY EVALUATION REPORT - OBJECTIVES
4. By November 1990, curriculum materials will have been developed to accommodate 120 hours of literacy and basic skills training in computer applications.	3/1/91 No specific materials pertaining to computer applications have been developed for the workplace to date. 6/12/91 No demand for computer application training specifically. However, because of the mobile lab and the computer classrooms available at the College and at Monument Valley, the students are all becoming more aware of computers and computer technology. 8/28/91 Computer application curriculum and classses to begin at the Grand Canyon this fall. Students and employers are requesting such. 12/9/91 Basic MacIntosh and WordPerfect materials available and are being used quite extensively in Blanding and Towoac. There is a large demand for computer lietacy by students and employers. Mini workshops for computer skills have been held in Blanding. Computer technology has been upgraded (Mac LC computers with color monitors, compact disc drives, laser disc player and monitor), enabling greater information storage and retrieval, as well as interactive learning models staff, students and instructors are excited by the new possibilities. CD's available include writing skills, dictionary, literature, encyclopedias, atlas, science and technology information and life-saving skills. Computer programs are also available for life skills: reading and math, job skills, basic literacy and hypercard. Hypercard is a program that facilitates the creation of interactive learning models that relate specifically to problems encountered in the work place.
5. By May 1991 at least 20 employees in office occupations will have completed 120 hours of literacy and basic skills training at a minimum proficiency level of 75%, resulting in an average salary increase of $1.75 per hour.	12/19/91 As verified by employment records on files the three sites show 55 office occupation participants and a total of 1,080 hours in literacy and basic skills training. Promotions and salary increases were noted becausee of increased proficiency.

Page 4	PART I - ACTIVITY EVALUATION REPORT - OBJECTIVES
6. By July 1991 at least 20 employees in computer applications will have completed 120 hours of literacy and basic skills training at a minimum proficiency level of 75% resulting in an average salary increase of $2.00 per hour.	12/19/91 All students at the Blanding and Towaoc sites (243) have completed computer literacy training. At the Grand Canyon, 12 students have completed 131 hours in keyboarding and WordPerfect wordprocessing. Salary increases and promotions were verified and on file.
7. By September 1991 at least 80 employees in recreation hospitality services will have completed 120 hours of literacy and basic skills training at a minimum proficiency level of 75% resulting in an average salary increase of $1.50 per hour.	12/19/91 Not counting the 23 that completed the GED training, 87 students completed 2,444 hours in literacy, ESL, communications and interpersonal skills. These are verified and on file as well as promotions and salary increases.

Page 1	PART II - ACTIVITY REPORT--NEEDS	
Name of Institution: COLLEGE OF EASTERN UTAH-SJC	Period Covered: Apr 1, 1990 to Dec 31, 1991	Title: WORKPLACE LITERACY

NEEDS	PROJECT ACTIVITIES	LEVEL OF ACHIEVEMENT
1. Industry needs for literacy and basic skills assessment.	1.1 Examine surveys and activities. 1.2 Input from employees and employers as to literacy skills needed.	1.1.1 Grand Canyon: (Judy O'Hara, Katy and Christopher Geene) Created basic skills curriculum from the employees manual: needs include computation, interpersonal and communication skills, vocabulary Regional Care Center: (Rayburn Jack) Reading and interpersonal skills, attitudes toward bosses and patients, following directions are the greatest needs; Completed three 1/2 hour skits. ARA Mesa Verde: (Bob Seney) Guarantee of ten jobs for WISE participants; Wants only 10 week training instead of the 20 week 120 hour course; Needs include vocabulary, cultural problems, interpersonal skills, difficulty in expression and writing reports, math and English. Managers and supervisors have been interviewed by project staff on a regular basis to ascertain the level of literacy skills necessary for successful completion of the program.
2. Development of curriculum materials	2.1 Acquire or develop literacy materials for instruction of functionally illiterate employees working in recreational/ hospitality services, office occupations, and/or computer application industries.	2.1.1 Reading level of employee handbooks is above an eighth-grade level, supplementary help developed to help reading levels increase as well as comprehension.

Page 2	PART II - ACTIVITY REPORT--NEEDS	
NEEDS	**PROJECT ACTIVITIES**	**LEVEL OF ACHIEVEMENT**
		2.1.2 Short stories adapted to the culture as well as the environment and geography that include questions have been developed. 2.1.3 Fifteen exercises plus workplace vocabulary have been implemented into the curriculum. 2.1.4 Books have been condensed into short stories for student use including questions, vocabulary, and comprehension exercises. 2.1.5 Short 1/2 hour skits have been developed for use in workplaces to demonstrate cultural differences. 2.1.6 Software, CD's and laser discs have been acquired in the areas of successful employability, life skills, literacy, math, science, as well as reference materials
	2.2 Develop an array of computer assisted self-instruction and self-paced modules used in the workplace training center and mobile lab.	2.2.1 Programs currently available include: Decimals, special calculations, U.S. weights and measures, vocabulary for the world of work, MacEnglish, MacWorkplace, ESL, Pre-GED, and GED, successful employability, life skills, literacy, math, science, and reference materials. 2.2.2 Aquarian Lab System has been purchased for Apple and Mac computers. 2.2.3 Queue GED program being used on Apple and MAC computers.

Page 3	PART II - ACTIVITY REPORT--NEEDS	
NEEDS	**PROJECT ACTIVITIES**	**LEVEL OF ACHIEVEMENT**
3. Participant selection	3.1 Recruit adult functionally illiterate workers employed in targeted industries.	3.1.1 Employers, VISTA workers, and instructors have actively involved in recruiting. At this time exact numbers have not been recorded.
	3.2 Distribute appropriate information to training and personnel managers of targeted industries.	3.2.1 Culturally appropriate logo developed for brochures, presentations, and stationery which includes the new title for the project on the local level--"Workplace Initiative for Skills Enhancement (WISE)." 3.2.2 Notices (132) sent by Job Service with their quarterly report of WISE to San Juan businesses (paid for by Job Services). 3.2.3 WISE brochure developed 3.2.4 Notices of WISE classes included in Grand Canyon and Towaoc newsletters as well as radio announcements on Blanding and Cortez radio stations.
	3.3 Conduct intensive information campaigns among business, (Chamber of Commerce) schools, and employers identifying the benefits of the program	3.3.1 Meeting held 10/90 of all area literacy projects to share information and direct learners to the most appropriate project for their needs (WISE, Even Start JTPA, Utah Navajo Development Council, Vocational Education, and White Mesa Ute Council) 3.3.2 Brochure on WISE and the flyer are available at strategic locations (see 3.2.4 above).

Page 4	PART II - ACTIVITY REPORT--NEEDS	
NEEDS	PROJECT ACTIVITIES	LEVEL OF ACHIEVEMENT
4. Training enrollment and completion	4.1 Assess potential trainees, determining eligibility, literacy levels, and likelihood of successful completion of training.	4.1.1 Gail Glover, Assessment Director at CEU-SJC has trained instructors and VISTA workers to administer the ABLE test. 4.1.2 COPES, WRAT and IDEA tests may be used as alternataive, because they are less threatening.
	4.2 Administer testing for English and math skills, literacy levels, aptitudes, etc.	4.2.1 Test are being administered and results are in the participants files. (All sites report the paper and pencil nationally normed tests are "threatening" to Native Americans). Many students were intimidated by the testing and did not return. Regular use of these tests discontinued in favor of instructor evaluations.
	4.3 Assess career plans, reasons for participating and motivation to finish the training.	4.3.1 Intake form developed and completed, and on file. This form will double for the Individual Education and Career Development form (IECP). 4.3.2 JOB-O and COPES tests are being administered. Counseling from support service agencies and instructors utilized.
	4.4 Select at least 120 trainees (About 80 for the basic model, 30 for the intermediate model, and 10 for the advanced model).	4.4.1 More than 120 employed learners currently being assessed that are qualified for the project, efforts being made to recruit the unemployed.

Page 5	PART II - ACTIVITY REPORT–NEEDS	
NEEDS	PROJECT ACTIVITIES	LEVEL OF ACHIEVEMENT
5. Project Management	5.1 Review the records, levels of achievement, and overall success of the project.	5.1.1 Coordination of this program and other literacy programs is commendable. Records, resumes, applications and Executive Council minutes are on file.
6. Project Staff (801)678-2281 (801)678-2201 (602)638-2461	6.1 Review the selection, skills and experience of the staff. STAFF: Project Director: Carl Osborn VISTA Workers: Robin Oanes and Wendy Weickelt, and Walter J. Hajduk III Secretary: Debbie Boone Curriculum: Brian Stubbs Instructors: ARA Mesa Verde: Al Schneider Grand Canyon: Bonnie Hildreth, William Jacobs, and Annette Schuette Montezuma Creek: Rebecca Benally, Susie Holly Blanding: Suzanne Johnson	6.1.1 VISTA workers have been assigned to the project, 3 instructors are working at the Grand Canyon (two are previously selected, trained and quit prior to doing any training) Instructor also hired for ARA Mesa Verde, two Native American instructors are identified for the Regional Care Center. Suzanne Johnson hired in June for the Blanding sites. Two instructors hired at Montezuma Creek, but one, Sheila Gill quit in July, the other resumed full-time position in August. Resumes reviewed and on file.

Page 6	PART II - ACTIVITY REPORT–NEEDS	
NEEDS	**PROJECT ACTIVITIES**	**LEVEL OF ACHIEVEMENT**
7. Support Services	7.1 Provided career assessment, education and job counseling, child-care, and other support services. 7.2 Offer trainees instruction and training on job expectations and coping skills. 7.3 Offer trainees instruction and training on potential educational needs and career opportunities.	7.1.1 Records and reports of time and effort were reviewed and on file.
8. Functional literacy levels of participants.	8.1 Examine pre-test and enrollment records. 8.2 Trainees increase their levels of literacy in terms of materials and tasks that are job related. 8.3 Trainees improve abilities to perform math-related activities related to their job. 8.4 Trainees increase abilities to write in English materials related to their jobs. 8.5 Trainees increase understanding of, and their ability to do, their jobs.	8.1.1 Instructor evaluations, supervisor evaluations, promotions, and curriculum and material levels indicates improvement in students with regular attendance. Statements by students show their satisfaction with skills learned. Job promotions and salary increases were reviewed and on file.

Page 7	PART II - ACTIVITY REPORT–NEEDS	
NEEDS	PROJECT ACTIVITIES	LEVEL OF ACHIEVEMENT
9. Job-related English as a Second Language (ESL).	9.1 Offer ESL instruction, (speaking, understanding, reading, and writing) to all participants. 9.2 About one-third of the instruction will be ESL training. 9.3 Examine the levels and scores of English language proficiency as measured by the ABLE test.	9.1.1 ESL classes are being offered at the Grand Canyon due to the large demand from Spanish speakers. ESL materials and help offered at all other sites. 9.2.1 One instruction devotes 100% time to ESL, all others offer assistance as needed. 9.3.1 ABLE testing unsuccessful progress is measured by advancement through materials, instructor evaluations, job promotions and IDEA testing.
10. Job-related math instruction and proficiency.	10.1 Offer math instruction, utilizing job-related materials. 10.2 Furnish each trainee math instruction for approximately one-third of the training. 10.3 Examine the levels and scores of math proficiency as measured by the ABLE test.	10.1.1 Math materials and software are available at all sites. Life skills, math, job-related math, cashiering and making change are among subjects offered. 10.2.1 Math instruction for every participant was available. 10.3.1 See 9.3.1 with the exception of IDEA test.

Page 8	PART II - ACTIVITY REPORT–NEEDS	
NEEDS	PROJECT ACTIVITIES	LEVEL OF ACHIEVEMENT
11. Consumer awareness, problem-solving and social/cultural training.	11.1 Make available consumer skills-training and problem-solving training for about one-sixth of the training.	11.1.1 Consumers skills and problem-solving training are available to all students through a variety of different materials, including work and textbooks, software and individual instruction.
	11.2 Provide social/cultural instruction for about one-sixth of the training.	11.2.1 Social/cultural instruction has been developed and is available to all students to use as needed. One-on-one conferences with instructors, role playing and working with small groups are also used and have proven to be beneficial.
	11.3 Review the ratings in each of the areas.	11.3.1 Instructor and supervisor evaluations, job promotions, etc.
12. Program goals and objectives.	12.1 See the charts in the previous section "SUMMATIVE EVALUATION".	12.1.1 See part I objectives.
	12.2 Examine project activities, accomplishments, records, interviews, and surveys.	

Page 9	PART II - ACTIVITY REPORT–NEEDS	
NEEDS	**PROJECT ACTIVITIES**	**LEVEL OF ACHIEVEMENT**
13. Participant and employer satisfaction with training.	13.1 Review evaluation surveys and ratings along with observing the workers relations on the job.	13.1.1 ARA-Mesa Verde started with 15 participants selected, only 13 reported to class. Of these 6 were employed, 2 dropped out, 1 was not hired because of poor attendance, 3 took fire-fighting jobs and 1 went to work in the oil field. As of June 1991 only four are still employed at ARA. Mr Seney is pleased with this and has agreed to hold 10 positions for 1992 for WISE participants. 13.1.2 Student and supervisor evaluations on file and reviewed. 13.1.3 Job promotions at the Grand Canyon.
	13.2 List recommended improvements and advise employers of existing factors which make it difficult for LEP workers to understand materials and directions.	13.2.1 Recommend more instructional time for meaningful progress. 13.2.2 Recommend alternative methods of assessment and pre- and post-testing. 13.2.3 Recommend a continuation of the VISTA workers as Key personnel.
	13.3 Survey the employers and trainees to assess the quality of training.	13.3.1 ARA-Mesa Verde desires to continue the program. Mr Seney expressed satisfaction with quality of instruction and employees. Personnel at the Grand Canyon had success stories of students and upper management aware of and pleased with the program. See attached letters. There have been several promotions which correlate directly to WISE program work at Grand Canyon, as well as two instructors VOLUNTEERING their time, with the full support of Fred Harvey after the grant ends. Also, the Ute Mountain Ute Tribe will pay all instruction expenses for a time in order to continue the program.

Page 10	PART II - ACTIVITY REPORT--NEEDS	
NEEDS	PROJECT ACTIVITIES	LEVEL OF ACHIEVEMENT
14. Participant and employer satisfaction with performance	14.1 See #13 (surveys, reviews and interviews).	
15. Job Retention	15.1 Furnish counseling/assistance to trainees after training completion. 15.2 Administer follow-up with trainees and employers after training completion.	15.1.1 After placement of trainees at ARA-Mesa Verde in May 1991, Mr Schneider made several follow-up visits and interviews. From this he and Annabelle Cantsee of Job Service implemented a 3-hour basic job search program with follow-up classes and meetings. 15.1.2 Follow up at Grand Canyon and at Regional Care Center has taken place.

Page 1	PART 3 - SUPPLEMENTARY INFORMATION SHEET	
Name of Institution: COLLEGE OF EASTERN UTAH-SJC	Period: 4/1/90-12/31/91	Title: WORKPLACE LITERACY

MILESTONES, TASK:		COMMENTS:	
A.	Appoint Executive Council and Coordinating Committee.	A.1	First meeting 4/30/90, the Executive Council voted on 8/14/90 to eliminate the establishment of said committee.
B.	Selection and approval of Project Staff	B.1	Approved 6/4/90
C.	Executive Council Meetings	C.1	Meetings held: 4/30, 6/4, 7/2, 8/14, 10/9, 11/13, 12/11, 1/8, 2/12, 3/12, 5/14, 6/11, 9/9,10/8, 11/12, 12/18.
D.	Monthly Progress Reports	D.1	Voted 8/14/90 by Executive Council that minutes of monthly meetings would take place of a monthly report.
E.	Coordinating Committee Meeting	E.1	See 8/14/90 minutes.
F.	Review and select automated literacy lab system	F.1	11/29 nine software programs acquired along with 10 laptop MacAntosh computers.
G.	Secure mobile unit and install equipment.	G.1	3/1 Eighteen foot trailer and truck purchased.
H.	Plan and conduct staff meetings	H.1	Meetings held weekly or as needed, and by phone.
I.	Conduct needs surveys of at least 4 industries	I.1	Grand Canyon, ARA Mesa Verde, Reg. Care Center, NGS/SRP, San Juan School District, ARA Lake Powell.

Page 2	PART 3 - SUPPLEMENTARY INFORMATION SHEET	
Name of Institution: COLLEGE OF EASTERN UTAH-SJC	Period: 4/1/90-12/31/91	Title: WORKPLACE LITERACY

MILESTONES, TASK:		COMMENTS:	
J.	Develop literacy and basic skills curriculum materials as relates to the recreation hospitality industry.	J.1	Brian Stubbs notes 8/20/90 Curriculum developed and is adapted to the trainees and the area.
K.	Recruit, screen, and select at least 80 trainees from the recreation/hospitality industry.	K.1	As of 8/14/90 the recruiting and selection process had begun. As of 12/19/91 eighty-seven (87) were selected
L.	At least 80 trainees from the recreation/hospitality field will complete 120 hours of literacy and basic skills training.	L.1	As of 8/14/90 enrollment was still being done. Training to be done at various sites in the near future. As of 12/19/91 eighty-seven (87) completed a total of 2,444 hours of training.
M.	Develop literacy and basic skills curriculum materials as relates to the office occupations industry.	M.1	Materials have acquired in the areas of typing, word processing, phone etiquette, and public relations.
N.	Recruit, screen, and select at least 20 trainees from the office occupations industry.	N.1	As of 12/19/91 fifty-five (55) students had either completed training.
O.	At least 20 trainees from the office occupations industry will complete 120 hours of literacy and basic skills training.	O.1	Fifty-five (55) students completed 1,081 hours of training.

Page 3	PART 3 - SUPPLEMENTARY INFORMATION SHEET	
Name of Institution: COLLEGE OF EASTERN UTAH-SJC	Period: 4/1/90-12/31/91	Title: WORKPLACE LITERACY

MILESTONES, TASK:		COMMENTS:	
P.	Develop literacy and basic skills curriculum materials as relates to the computer applications industry.	P.1	Software, CD's and laserdiscs have been purchased in the areas of successful employability, life skills, literacy, math, science, reference materials, vocabulary, pre-GED and GED, word processing and typing. Basic Macintosh software and mini workshops serve to familiarize students with computer possibilities; software increases user ease with technology, which can often be intimidating.
Q.	Recruit, screen, and select at least 20 computer trainees from the computer applications industry.	Q.1	Demand for computer literacy has far exceeded this estimate. All students at Towaoc and Blanding (243), as well as 12 from Grand Canyon, logging 131.25 hours worked on computers and computer literacy.
R.	At least 20 trainees from the computer applications industry will complete 120 hours of literacy and basic skills training.	R.1	See Q.1 above.
S.	Conduct follow-up with former trainees and their employers.	S.1	See student, instructor and supervisor evaluations and statements.
T.	Prepare final report and submit to USDOE.		